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ABSTRACT

During the past year, the Clearinghouse for Applied Performance Testing (CAPT) has been collecting tests and materials related to applied performance testing (APT). This annotated bibliography represents the culmination--though not the end--of these collection efforts. Materials listed here can be obtained from CAPT. Ordering information and an order form are included. The bibliography is divided into sections as follows: conceptual papers on APT, development of APT, applications of APT in education, bibliographies on APT, language arts, life skills, mathematics, physical education, sciences, vocational/occupational, and miscellaneous. (RC)

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ANNOTATED BIBLIOGRAPHY

ON

APPLIED PERFORMANCE TESTING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory
Assessment Projects

September 1975

TM005 252

Annotated Bibliography
on
Applied Performance Testing

During the past year, the Clearinghouse for Applied Performance Testing (CAPT) has been collecting tests and materials related to applied performance testing. This annotated bibliography represents the culmination--though not the end--of these collection efforts. Persons interested in applied performance testing can obtain materials listed here from CAPT.

We hope this document will help users select materials most relevant to their needs. Each annotation provides a non-evaluative summary of a document's contents. CAPT invites you to peruse the list (grouped by content area) and select those materials of most use to you. Ordering information and an order form are included on the last two pages.

CLEARINGHOUSE FOR APPLIED PERFORMANCE TESTING (CAPT)

MATERIALS COLLECTION

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Miscellaneous

CONCEPTUAL PAPERS ON APPLIED PERFORMANCE TESTING

1. *Bread and Fire (A Consumer Report on the Use and Misuse of Standardized Testing).* American Vocational Association. Manpower Administration: U. S. Department of Labor. Washington, D.C.: Author, 1973. 6 pp.

   This reprint summarizes some of the difficulties involved in using many common assessment measures with the disadvantaged. The bulk of the report describes various new techniques of assessment; 18 systems are summarized with respect to purpose, administration time, skills required of the administrator, expense of administration, and format. The article, originally published in the January 1973 *American Vocational Journal* is divided into three sections; only the third section (dealing with new techniques) is available from the Clearinghouse.

2. *Improving Human Learning.* Alexandria, VA: Human Resources Research Organization. Author, Undated. 9 pp.

   This pamphlet is a brief overview of the design and development of instruction formulated by HumRRO. Topics include the HumRRO Model of Instructional System Development, the HumRRO Model of an Instructional System, a checklist for evaluating instructional systems, and Evaluation-Accountability-Quality Control. A list of selected references is also included.

3. *A Performance Measurement Feasibility Study: Implications for Manpower Policy.* Schmidt, F. L., Greenthal, A. L., Berner, J. G., Hunter, J. E., & Williams, F. M. East Lansing, MI: Michigan State University, Department of Psychology, 1974. 184 pp.

   This technical report outlines the need for and benefits of increased use of performance testing in occupational proficiency testing. The results and implications of industrial field test experiments are detailed. Considerable data is included, as are five pages of references.

4. *Process Versus Product Measures in Performance Testing.* Osborn, W. C. Fort Knox, KY: Human Resources Research Organization, Division No. 2, October 1974. 7 pp.

   This document explores ways in which process measures can be substituted for measures of task products. The discussion specifies those types of tasks for which the substitution is valid and those for which it is not. It also covers problems in product measurement and ways to deal with them.

5. *Uses and Abuses of Standardized Testing in the Schools.* Weber, G. Washington, D.C.: Council for Basic Education, May 1974. 39 pp.

This booklet reviews basic standardized tests used in schools. Ceneral classes of tests--such as group IQ tests, reading readiness tests, achievement tests, and college admission tests--are evaluated. Controversies related to these tests--such as cultural bias, multiple-choice format, and criterion referencing--are briefly discussed. References for further reading are also included.

6. *Why Don't We Develop Some National Performance Standards in Basic Subjects?* Council for Basic Education. Washington, D.C.: Author, October 1972. 10 pp.

This article in the *Bulletin* of the Council for Basic Education offers an argument for establishment of national performance standards for academic subjects, similar to those for physical education. It criticizes the use of standardized tests as ineffective and cites New York statewide tests with their "minimum competence" levels as desirable.

DEVELOPMENT OF APPLIED PERFORMANCE TESTING

1. *An Approach to the Development of Synthetic Performance Tests for Use in Training Evaluation.* Osborn, W. C. Fort Knox, KY: Human Resources Research Organization, 1970. 10 pp.

   This paper suggests a procedure for developing synthetic performance tests. Synthetic performance tests as defined in the document are those testing devices used to simulate various components of a task that for a variety of reasons (including time, cost, safety, etc.) cannot be replicated as real life situations. The procedures listed include methods for describing which developments could be made synthetic and ways to conceptualize synthetic formats of real life situations.

2. *Developing Criterion-Referenced Tests.* Jackson, R. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Services, June 1971. 21 pp.

   This technical report provides an indepth summary of the methods for developing and evaluating criterion-referenced tests. It covers a large number of criterion-referenced tests and test procedures. The document is in large part a "review of literature," covering primarily work completed by others in the field. The references are quite extensive.

3. *Developing Criterion-Referenced Tests.* Swezey, R. W., & Pearlstein, R. B. Reston, VA: Applied Science Associates, Inc., December 1974. 174 pp.

   This manual provides detailed information designed to assist persons involved in test development and, to a lesser extent, test admnnistration or the use of criterion-referenced (CR) test results. The manual is written in "how-to-do-it" fashion; its use does not require extensive previous knowledge. The merits of CRT, CRT objectives, developing of a test plan, construction of the item pool, CRT administration and scoring procedures and assessment of test validity and reliability are all covered. Appendices include extensive checklists for the construction and evaluation of CRT's, and a glossary.

4. *Developing Performance Tests for Classroom Evaluation.* Boyd, J. L., & Shimberg, B. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Services, June 1971. 17 pp.

   This report presents performance testing as a necessary and desirable means of measuring the true abilities of students, craftsmen, and other groups. Suggested steps for planning the test are presented. Required documention and scoring procedures are discussed. The paper is not greatly detailed.

5. *Developing Performance Tests for Training Evaluation.* Osborn, W. C. Fort Knox, KY: Human Resources Research Organization, February 1973. 10 pp.

   This paper discusses 14 major steps involved in the development of a performance tsst for training evaluators. Each is discussed, from setting a list of job objectives to making final specifications for test administration--in some detail. A full-page flowchart outlines these 14 steps.

6. *Handbook for Developing and Administering Occupational Competency Training Vol. 3.* Panitz, A., & Olivo, C. T. Princeton, NJ: National Occupational Competency Testing Institute, 1971. 171 pp.

   The research and development work of the project resulted in this handbook, which contains extensive information on the value and background of nationwide occupational competency testing. The advantages and disadvantages of different types of performance tests are covered, as are methods of validating and analyzing such tests. Extensive information on test construction and administration is provided. Particular emphasis is given to formation of a National Occupational Competency Testing Program.

7. *HumRRO Techniques in Course Development.* Crawford, M. P. Washington, D.C.: Human Resources Research Organization, 1966. 13 pp.

   This document explains techniques developed by the Human Resources Research Organization for training development. It includes a discussion of the history and organization of HumRRO, with particular reference to HumRRO's working relationship with the Army. Seven steps involved in training development are outlined and discussed.

8. *Instructional Systems Development Model.* Florida State University, Interservice Committee on Instructional Systems Development and the Center for Educational Technology. Tallahassee: Author, 1974. 11 pp.

   A description of the Instructional Systems Development Model, this document provides a set of techniques and procedures originated in the Army and broadened to include the other services. The model includes five phases: job analysis, instructional design, development, implementation, and control (evaluation).

9. *Issues and Procedures in the Development of Criterion Referenced Tests, TM Report 26.* ERIC Clearinghouse on Tests, Measurement, and Evaluation. Princeton, NJ: Educational Testing Service, 1973. 18 pp.

   This document offers general information concerning the steps involved in the development of CRT's. In a separate section of the paper, characteristics of nine selected CRT systems are reviewed.

10. "A Model for Developing Simulation-Performance Tests." Gaines, W. G., & Jongsma, E. A. Paper presented at the National Gaming Council 13th Annual Symposium, Pittsburgh, October 1974. 10 pp.

    This paper examines a model for developing simulation-performance tests in occupational training. A chart showing the steps in the development model is included. Two extended examples are provided to show the application of those steps in two occupational training areas: teacher education and dental education. A list of references is also included.

APPLICATIONS OF APPLIED PERFORMANCE TESTING IN EDUCATION

1. *The Assessment of Rehabilitation Counselor Performance.* University of Wisconsin, Stout Research and Training Center, Department of Rehabilitation and Manpower Services. Menomonie, WI: Author, 1974. 105 pp.

   This document summarizes different systems or techniques for performance appraisal of counselors. Such techniques include Counselor Performance to Client Outcome Measures, Supervisor Ratings, Simulation Gaming, and Caseload Monitoring. The appendices review examples of current state agency systems in different states.

2. *Basic Attending Skills.* Microtraining Associates, Inc. North Amherst, MA: Author, 1975. 10 exposures.

   Thss materials group contains information on the Basic Attending Skills concept. A pamphlet describes the Basic Attending Skills series: six video-taped workshops for training counselors and community volunteers. A one-page overview of the program is also included, along with an order form for workshop materials.

3. *The California Beginning Teacher Evaluation Study.* Koehler, V. Washington, D.C.: National Institute of Education, 1974. 2 pp.

   This broad overview describes the basic objectives and methodology of a study to identify teaching behaviors which significantly influence student performance in mathematics and reading.

4. *Child Development Assistant 1975-1976.* Rochester Area Vocational Technical Institute. Rochester, MN: Author, 1975. 8 pp.

   This document provides student rating sheets outlining desired behaviors for those participating in the Institute's Child Development Assistant Program. A descriptive brochure on the program is attached.

5. *CLEP Program at Moraine Valley Community College (MVCC).* Moraine Valley Community College. Palos Hills, IL: Author, Fall 1974. 4 pp.

   This bulletin presents information on the CLEP seminars and the CLEP examination program at MVCC including the nature of both the CLEP General Examinations and the CLEP Subject Examinations. It also offers specific details on the CLEP seminar at MVCC, a diagnostic and prescriptive program designed to help individuals gain college credit through CLEP tests.

6. *Development of a Performance Assessment System for the Central New York External High School Diploma Program.* Nickse, R. S. Syracuse: Regional Learning Service of Central New York, 1975. 33 pp.

This report traces the program's progress in developing an assessment procedure for certification of adults through an external diploma program. Various characteristics of the program are briefly described. The report also covers the status of performance criteria, diagnostic prodedures and field testing. The operation of the assessment system is described in detail. Names and addresses of the competency development task force and regional committee members are included.

7. *The Difficulty Index--An Expanded Measure of Counselor Performance.* Sermon, D. T. St. Paul, MN: Division of Vocational Rehabilitation, Department of Education, March 1972. 35 pp.

The report provides a detailed description of the development and use of case difficulty indices to measure the performance of vocational rehabilitation counselors. The indices provide supplemental information to "number of cases closed" in evaluating counselor effectiveness. The indices also take into account the difficulty of current cases. A numerical value based on the rehabilitation failure rate experienced nationally is calculated for each impairment category. Need for and implications of these measures are discussed. A table of "Case Difficulty Indices" for various impairment categories is provided.

Also included is a personal letter from Duane Serman to Dick Kay referencing "The Assessment of Rehabilitation Counselor Performance."

8. *Educational Quality Assessment in Pennsylvania: The First Six Years.* Pennsylvania Department of Education. Harrisburg: Author, 1973. 21 pp.

This pamphlet describes the Pennsylvania Educational Quality Assessment in terms of its purpose, rationale and scope. The 10 primary goals of the Pennsylvania educational system (on which the assessment is based) are stated. The pamphlet also covers details of the program's legislation, history, and mechanics. Methods for communication results to the school and interpretating those results are explained.

9. "Introducing Change in School-Community Pupil Relationships: Maintaining Credibility and Accountability." Anderson, R. J. *Journal of Education for Social Work*, 1974, 10(1). 6 pp.

This document outlines the School-Community Pupil Services Program, a training program designed to bring about change in the pupil personnel services of public elementary schools. The program educates social workers to serve as part of a professional team in bringing about needed changes for groups of children. The report specifically discusses the student internship training, working in schools, and the resolution of credibility and accountability conflicts.

10. *Maine Assessment of Educational Progress.* Maine Department of Educational and Central Services. Augusta, ME: Author, 1973. 1185 pp total.

Citizenship and Writing Methodology	60 pp
Citizenship and Writing Methodology Appendices	135 pp
Citizenship and Writing Results Report I	235 pp
Citizenship and Writing Results Report II	39 pp
Reading and Science Methodology	122 pp
Reading and Science Results Report	173 pp
Reading and Science Detached Results Appendices	380 pp
Reading Interpretations and Recommendations by a Group of Maine Educators	22 pp
Science Interpretations and Recommendations by a Group of Maine Educators	19 pp

Following the National Assessment format, the methodology reports cover results of the Maine Assessment. Each of the exercises is reported separately with information on the percentage of students demonstrating attainment of desired objectives. Percentage results are reported for in-school 17-year-old's nationwide, in the Northeastern United States, by sex (male-female), and by region within Maine (Northern, Eastern, Western, Southern).

The results provide supplemental statistical data on the Maine Assessment of Educational Progress Project administered to 17-year-olds. The appendices provide 1) an analysis of grouping variables; 2) descriptive data for the sample; 3) exercises and answer codes; 4) Maine subgroup values and standard errors, state to subgroup differences and standard errors, sample sizes, design effect, and t-type ratios for all results; and 5) similar statistical comparisons between Maine and National Assessment Groupings.

11. *Microcounseling Innovations in Interviewing Training.* Ivey, A. E., & Moreland, J. R. Springfield, IL: Charles C. Thomas, 1972. 2 pp.

This document presents a brief publisher's description of *Microcounseling.* The book's contents and format are specified and an order form for obtaining the book on approval is included.

12. *New York State External High School Diploma Program.* External High School Diploma Program. Syracuse, NY: Author, 1975. 3 pp.

This brief report provides a general overview of the objectives and procedures of the external high school diploma program.

13. *An Outline of the OCE-TR System for Assessing the Competence of Teachers.* Elementary Teacher Education Program. Monmouth, OR: Oregon College of Education, January 1975. 13 pp.

This document presents an overview of the OCE program for assessing the competence of teachers. General distinctive characteristics of the OCE-TR system are listed and the use of "competency clusters" explained. Following the report, competency clusters and performance standards for each context or phase of teaching assessment are listed.

14. *The PBTE Information Center.* The PBTE Information Center, American Association of Colleges for Teacher Education. Washington, D.C.: Author, November 1974. 1 p.

This document briefly outlines the development and implementation of a Performance-Based Teacher Education (PBTE) Information Center. The summary specifies the information and services available from the center which, although it operates on a manual retrieval system similar to the ERIC Clearinghouse on Teacher Education, will provide extensive information only on PBTE activities.

15. *Pembroke Central School District--Practical Exam.* Pembroke Central School District. Corfu, NY: Author, 1974. 5 pp.

In this summary document, the district outlines operation of its practical examination program for graduating seniors. Administrative details are provided for an exam which requires the student to demonstrate competency in writing a letter of application, submitting a resume, presenting himself for a business interview, completing an on-the-spot job application form, and computing his income tax.

16. *Performance Contracting and Student Achievement.* Doerhoff, R. Saint Elizabeth, MO: Saint Elizabeth RIV Schools, 1972. 7 pp.

These documents explore the rationale for and procedures involved in voluntary performance contracting for educational personnel. The system proposes tying a monetary reward/penalty to the student's, teacher's, or administrator's performance on a standardized achievement test. The documents cover many theoretical and practical issues related to this accountability proposal.

17. *Performance-Based Education at Northern Montana College.* Korb, A. W., & Callahan, J. Havre, MT: Northern Montana College, 1974. 15 pp.

This booklet describes the development of a 5-year performance-based education project at Northern Montana College. It details the initiation and projected phases of the project, the establishment of components, and adaptation of courses. Examples are cited from the Vocational-Technical Division, Preprofessional and General Studies Division, and Education Division.

18. *Performance Goals Identified for Student Teachers.* Northern Montana College. Havre: Author, January 1974. 25 pp.

An information bulletin lists 22 general performance goals and criteria for student teachers at Northern Montana College. Criteria charts indicate 16 behavioral objectives, along with related activities and means of evaluation. Some sample modules accompany the behavioral objectives.

19. *Progress Report to State Board of Education: Teacher Evaluation.* Connecticut State Department of Education. Hartford: Author, 1975. 16 pp.

Each Connecticut school district is required to submit this report to demonstrate compliance with four "guiding principles" and eleven "guidelines" regarding its teacher evaluation program. This document consists of four forms which require the district to 1) state the current status of its evaluation program, 2) provide evidence of compliance with the required principles, 3) provide evidence of compliance with the required guidelines, and 4) state the nature of outside assistance required by the district.

20. *Project Active.* (An ESEA, Title III Program.) Township of Ocean School District, New Jersey Department of Education. Oakhurst: Author, Undated. 4 pp.

This brochure provides a basic description of the New Jersey-based program Project Active. District participant's requirements, status of the project, and availability of materials are discussed. Lists of available pre-service and in-service programs and of cooperating sites and agencies are included.

21. "Role Analysis in the Pupil Services--An Exploratory Study." Anderson, R. J. *Journal of IAPPW,* 1974, XVIII(4). 7 pp.

This document summarizes a study which examined pupil service literature since 1965 and the role performance of 61 pupil service workers to see if they were in congruence. Tables indicating the role analysis for various positions (counselor, psychologist, social worker, etc.) are included.

22. *SEE, Inc. (Services for Educational Evaluation.)* Majer, K. Bloomington, IN: Services for Educational Evaluation, Undated. 4 pp.

This brochure details the capabilities of services available through the Services for Educational Education (SEE, Inc.), a corporation for diversified educational consulting.

23. *State Assessment of Educational Progress in North Carolina, 1973-74.* Division of Research, North Carolina Department of Public Instruction. Raleigh: Author, 1974. 411 pp. total.

Cultural Arts Grade 3	123 pp
Health and Physical Education Grade 3	79 pp
Health and Physical Education Test Administrator's Manual	40 pp
Science Social Studies Test Administrator's Manual	54 pp
Social Studies Grade 3	115 pp

This collection of technical reports and test administrators' manuals details information collected in the 1974 third grade assessment in North Carolina. The technical reports contain discussions of the assessment administration (purpose, implementation, and instruments), objectives and results. Several appendices

and tables provide information on student performance levels, teachers' ratings of objectives, etc. The test administrators' manuals give procedures for test administration for the North Carolina third grade assessment. General and specific instructiors are included for each test given.

24. *A Suggested Method of Exploratory Assessment.* Rollings, J. W. Sacramento, CA: General Education Management, October 1974. 5 pp.

This document suggests various real-life tasks which could be used to evaluate the abilities of secondary or adult students. Proposed tasks include using a typewriter, postage meter, state road map, and phone book. Thirteen tasks are suggested in all.

BIBLIOGRAPHIES ON APPLIED PERFORMANCE TESTING

1. *Bibliography of Publications as of 30 June 1971.* Human Resources Research Organization. Alexandria, VA: Author, September 1971. 371 pp.

   This bibliography lists HumRRO publications and presentations from 1951 to 1971. Abstracts are provided for most items. AD, PB, and ED numbers are provided where possible. This bibliography includes the report series, and author, sponsor, and key word indexes.

2. *Bibliography of Publications and Presentations During Fy 1972-74.* Human Resources Research Organization. Alexandria, VA: Author, December 19741. 121 pp.

   This bibliography lists HumRRO publications and presentations for the period 1972-74. Abstracts are provided for most items. AD, PB, and ED numbers are provided where appropriate. This bibliography includes the report series and author, sponsor, and subject indexes.

3. *Competency Based Education Research Brief.* Human Resources Research Organization. Alexandria, VA: Author, 1974. 7 pp.

   This pamphlet contains over 30 bibliographical entries of HumRRO publications related to competency-based education. All entries include 50-125 word annotations.

4. *Coping Skills Materials: A List of Sources.* Appalachian Adult Education Center. Morehead, KY: Author, October 1974. 66 pp.

   Following the major divisions set forth in the Center's *Coping Skill Categories,* this document provides a list of publishers, agencies, organizations, and associations who are sources for coping skills materials. Several hundred suppliers are listed as sources of appropriate items--i.e., materials that are free or inexpensive, are easy to read or use, and that contain information useful in adult problem solving. Addresses are included, but no information is provided on the types of materials available. This list is intended primarily for public library and adult education center use.

5. *Publications.* ERIC Clearinghouse on Tests, Measurement, and Evaluation. Princeton, NJ: Educational Testing Service, Undated. 6 pp.

   Twenty-seven reports of the ERIC/TM Clearinghouse are annotated in this document. Annotations are descriptive and not overly detailed; most are 30-75 words in length. Three additional documents dealing with state assessment programs are also listed. Information on ordering is provided for all entries.

6. *References Related to Applied Performance Testing.* Clearinghouse for Applied Performance Testing. Portland, OR: Northwest Regional Educational Laboratory, July 1975. 64 pp.

   Nearly 500 entries are included in this collection of references on applied performance testing. Information concerning the availability of each document is provided. Entries are listed in bibliographical format.

7. *Test Bias: A Bibliography.* ERIC Clearinghouse on Tests, Measurement, and Evaluation. Princeton, NJ: Educational Testing Service, June 1971. 15 pp.

   This document is a bibliography of selected articles, research reports, monographs, books, and reference works related to the problem of test bias. The references, which date from 1945 to 1971, are grouped under two main headings: General Educational References and Employment References.

8. *Test Materials on Public Sale by Superintendent of Documents.* U. S. Department of Labor, Manpower Administration. Washington, D.C.: Author, Undated. 3 pp.

   This document presents an annotation listing of test materials available through the federal government. Entries include manuals for the BOLT, GATB, and NATB tests and booklets dealing with administering and taking aptitude tests. Detailed order information and an order form are provided.

9. *TM News--From the ERIC Clearinghouse of Tests, Measurement, and Evaluation.* (11 issues) Princeton, NJ: Educational Testing Service, 1973. 31 pp.

This collection of monthly newsletters deals with a variety of testing and evaluation programs and concepts. Many of the documents include information on references, products, and meetings relating to the field. Most entries are annotated. Information on ordering (through the ERIC system) is provided.

1. *The Adult Performance Level Study.* Adult Performance Level Project Staff. Austin: University of Texas, Division of Extension, January 1973. 291 pp.

   This volume provides a comprehensive summary of the methodology and findings of the APL Study of Functional Literacy. The report contains all questions used in the survey as well as the results for each item in terms of occupational prestige, weekly income, ABE level and educational level.

2. *Appalachian Community Based Right-to-Read Effort: A Summary.* Appalachian Adult Education Center. Morehead, KY: Morehead State University, Undated. 2 pp.

   This brochure offers a descriptive summary of the Center's Right-to-Read program. It includes information on the mechanics of program operation as well as the effectiveness of its home-instruction format. A summary of data and program results is provided.

3. *The Development of the New York State Bank of Reading Objectives.* O'Reilly, R. P. Albany: Division of Research, New York State Education Department, February 1973. 36 pp.

   This report presents the details of a project to develop and maintain a computerized bank of reading objectives. The computer programming- including accession and editing procedures, is described in full. An appendix describing the classification structure and codes for the reading bank is included.

4. *Early Childhood Preventive Curriculum.* Division of Instruction, School Board of Dade County. Miami: Author, 1974.

   Abstract 6 pp
   Teacher's Guide 36 pp
   Article from Catalyst for Change, Journal of National School Development Council 5 pp

   Three documents describe the Early Childhood Preventive Curriculum program, a new approach to diagnosing and correcting pre-reading deficiences in first grade children and establishing a diagnostic-prescriptive program. One article describes the assessment programs, the instructional materials, and curriculum design. Another explains the assessment of readiness: the purpose, administration, scoring, and prescriptions. A sample

test with detailed instructions and instructional implications is included. The third document discusses the initial project activities, evaluation, findings, and demonstration center activities, and includes an application to visit the ECPC Demonstration Center.

5. *Educating Those Who Teach Reading, TM Report 23.* Diederich, P. B. Princeton, NJ: ERIC Educational Testing Service, 1973. 7 pp.

This report summarizes previous reviews of research done by ETS for the U. S. Office of Education. The paper briefly reports findings on the preparation and selection of reading teachers, state certification requirements, and the relationship between teacher preparation, teacher characteristics, and student achievement in reading.

6. *Functional Literacy for Adults--A Status Report of the Adult Performance Level Study.* Northcutt, N. Austin: University of Texas, Undated. 14 pp.

A report of the status of the Adult Performance Level Study, this document presents the theoretical framework (definition of adult literacy in terms of skills and general knowledge areas), and the current research being done (including sample design and the application of the master sample to the study). Some selected survey results are presented, and future research is outlined.

7. *Hawaii Educational Assessment.* Office of Instructional Services, Department of Education, State of Hawaii. Honolulu: Author, 1975. 448 pp.

Hawaii's Applied Performance Testing in Reading	1 p
Examiner's Copy Grade 11 Package F	70 pp
Student's Copy Grade 11 Package F	32 pp
Examiner's Copy Grade 11 Package E	76 pp
Student's Copy Grade 11 Package E	32 pp
Examiner's Copy Grade 8 Package F	72 pp
Student's Copy Grade 8 Package F	27 pp
Examiner's Copy Grade 8 Package E	63 pp
Student's Copy Grade 8 Package E	28 pp
Examiner's Copy Grade 4 Package F	41 pp
Student's Copy Grade 4 Package F	15 pp
Examiner's Copy Grade 4 Package E	47 pp
Student's Copy Grade 4 Package E	14 pp

These documents are actual test booklets used in the 1975 Hawaii Educational Assessment. A large number of the questions are of a performance-type construction and all deal to some extent with real life skills. Much of the required administration and scoring information is given in the various examiner's manuals, but no statistical evaluation of the tests is provided.

8. *A Note Concerning APL Goals, Objectives and Tasks.* University of Texas, Division of Extension. Austin: Author, 1973. 29 pp.

This document is the APL description of literacy, organized into general knowledge areas. Each knowledge area is described in terms of a goal statement, objectives, and tasks.

9. *Performance Objectives for Elementary Reading (K-6).* Poll, D. C. Uniondale, NY: Uniondale Public Schools, 1974. 498 pp.

This document provides several hundred performance objectives covering levels of reading from readiness to sixth grade. The objectives are grouped into eleven broad areas of reading skills. Referenced to each objective are objectives referenced test items designed to evaluate skills listed in each objective. Referenced to each objective is an item set designed to check student attainment of objectives.

10. *Reading Literacy: Functionally Defined and Practically Assessed.* Petre, R. M., & Majer, K. College Park: Maryland State Department of Education, Undated. 20 pp.

This paper outlines the procedures, instrumentation, and evaluation of a Maryland project to define and assess functional literacy. Information is provided on development of a literacy measure based on a state approved series of behavioral objectives to "define" functional reading. The list of goals and skill areas (objectives) used in the study and a list of references are included.

11. *Research 1960-1970 on Methods and Materials in Reading (TM Report 22).* Diederich, P. B. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement and Evaluation, Educational Testing Service, 1973. 10 pp.

Based on a 1971 report produced for the U. S. Office of Education by ETS, this paper highlights a study to identify and assess the effectiveness of teaching reading. The broad findings of the project and an evaluation of the "state-of-the-art" are included. The report provides details of a new reading methods which showed significant results (as compared with the majority) in helping students acquire reading skills. A bibliography is provided.

12. *Resources for English and the Language Arts, Catalog of Publications.* National Council of Teachers of English. Urbana, IL: Author, 1974-75. 65 pp.

This catalog lists all of the organization's books, cassettes, and recordings available to the public. Also included are publications and non-print materials available from other sources but distributed by NOTE as a service to its members. All entries include detailed annotations.

13. *Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments.* Nafziger, D. H., Thompson, R. B., Hiscox, M. D., & Owen, T. B. Portland, Oregon: Northwest Regional Educational Laboratory, Assessment Projects, 1975. 131 pp.

This report provides detailed descriptions and ratings of four criterion-referenced literacy tests, five standardized tests, and eight informal tests. Each test is also evaluated in 32 categories related to measurement validity, examinee appropriateness, technical excellence, and admnnistrative usability. The report also includes a summary of problems encountered in defining and measuring adult literacy. A 30-entry bibliography is provided.

LIFE SKILLS

1. *Adult High School Diploma.* Gates, R. S., & Abrams, A. W. Roseburg, OR: Umpqua Community College, November 1974. 98 pp.

   This document is a working draft of the Umpqua Community College competency-based examination program which leads to an Adult High School Diploma. Specific requirements are described for major areas (from Oregon graduation requirements): personal development, social responsibility, and career development. The objective, measurement prodedures, and instructional resources are discussed in conjunction with each requirement. A student summary checkout sheet is also included.

2. *The Appalachian Adult Education Center functions as a change agent through: Demonstration, Training, Research, Dissemination to improve practices in national adult basic education.* Appalachian Adult Education Center. Morehead, KY: Morehead State University, July 1973. 14 pp.

   This list of several hundred documents published by the Appalachian Adult Education Center (AAEC) since 1967, is presented in bibliographical form. Documents are classified according to basic subject: the AAEC, Adult Basic Education (ABE), the ABE Teacher, ABE and Public Libraries, Aging, Community Schools, etc. All entries are annotated; the annotations are brief but clarifying. Most documents listed are available through the Center.

3. *Coping Skills Categories.* Appalachian Adult Education Center. Morehead, KY: Morehead State University, August 1974. 13 pp.

   This document is intended as a resource for adult educators and librarians who wish to organize or assess various educational or library programs. Subject areas covered contain information which Center staff and consultants believe most disadvantaged adults need to function satisfactorily in the everyday world. Fifteen major topics (e.g., jobs, legal rights, money management) are subdivided into several hundred groups of coping skills.

4. *Description of Everyday Math and Reading Tests.* CTB/McGraw-Hill. Monterey, CA: Author, 1974. 2 pp.

   This document describes the ten sections comprised by the Everyday Math and Reading Test Battery. Behavioral objectives for two of the sections (Essential Reading Skills and Essential Mathematics Skills) are included.

5. *Development and Evaluation of Self-Applied Plaque Indices for Children.* Hunter, H. G., Fink, C. D., Broring, C. L., Morgenstern, R. M., & Lesche, L. L. Washington, D.C.: Human Resources Research Organization, June 1974. 15 pp.

This technical report describes the development and evaluation of various self-scoring measures which enable children to determine the amount of plaque on their teeth. The report discusses the development of two scoring systems. Research, technical findings (validity, reliability), and conclusions are reported. A list of references is included at the end of the report.

6. *FHA HERO Publications/Fact Sheet.* Future Homemakers of America. Washington, D.C.: Author, July 1974-75. 5 pp.

This brochure and fact sheet explain the structure, function and service of the Future Homemakers of America. FHA publications include emblems, posters, pamphlets, magazines, audiovisual aids, guides for chapter organization and other media kits for FHA or HERO sponsors. These materials emphasize career opportunities and training in home economics. An order form is included.

7. *A List of Coping Skills Materials: Selected Sample Entries from "Everyday Survival Information: What You Need and Where to Get It."* Appalachian Adult Education Center. Morehead, KY: Morehead State University, October 1974. 18 pp.

This document is a sample of entries from *Everyday Survival Information: What You Need and Where to Get It.* The entries identify materials containing information on the everyday concerns of most adults. Each entry is annotated and specifies the readability level, source, physical format and cost of the material.

8. *Life Experience Center.* Life Experience Center. Edinboro, PA: Edinboro State College, Undated. 21 pp.

This document contains several newsletters from the Life Experience Center, as well as client information and an application form. The newsletters present information on the purposes of and public response to the center. Application steps, CLEP exam policies and other guidelines are included in the client information.

9. *The Magic Collection.* White, J. Portland, OR: Child Care Coordinating Council District 2, 1975. 27 pp.

This document lists several areas (e.g., open communication, self-acceptance, etc.) in which behavioral changes may be affected by child care center contact. Each of the areas includes a number of behaviors which may be considered as indicators of an increase or decrease in the area under investigation.

10. *Measures Pertaining to Health Education: I. Smoking.* Guthrie, P. D. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1972. 22 pp.

This annotated bibliography lists thirty measures which deal with tobacco smoking. Test title, age/grade range, forms, timing, scoring, and technical data are included. Annotations are reasonably descriptive; most run from 50 to 120 words. The entries generally include information on test construction, e.g., subscales, sections, number of questions, and, whenever available, validity and reliability data. A chart preceeding the entries provides summary information on the age/grade level for which the test is applicable and on what areas (e.g., attitudes, knowledge, behaviors, personal data) are assessed by the measure. Information on ordering the measures is provided.

11. *Measures Pertaining to Health Education: II. Drugs. An Annotated Bibliography.* Guthrie, P. D. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1972. 46 pp.

This annotated bibliography describes instruments which assess attitudes, behaviors, practices, and knowledge relating to the use of drugs other than nicotine and alcohol. Annotations explain the purpose of each test, the groups for which it was intended, test subdivisions or tested skills or behaviors, and procedures for administration, scoring, interpretation and standardization.

12. *Measures Pertaining to Health Education: III. Alcohol. An Annotated Bibliography.* Guthrie, P. D. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1972. 55 pp.

This annotated bibliography describes instruments which assess attitudes, behaviors, practices, knowledge and correlates relating primarily to the use of alcohol. Annotations explain the purpose of each test, the groups for which it was intended, test subdivisions of tested skills or behaviors, and procedures for administration, scoring, interpretation and standardization.

13. *Measuring Social and Prevocational Awareness in Mildly Retarded Adolescents.* Halpern, A., et al. Eugene, OR: Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, January 1974. 30 pp.

This document details the Social and Prevocational Information Battery (SPIB), which contains nine subtests of social and prevocational awareness. It reports test development, validity and reliability. Tables summarizing statistical information obtained through pilot testing are included, along with an abstract and a list of references.

14. *Personal Development Program Goals and Competencies.* Albany Union High School District 8J. Albany, OR: Author, Undated. 24 pp.

This report provides a listing of several hundred educational goals (competencies) established for students in this high school district. Also included are suggested methods (performance indicators) for assessing student achievement of these objectives. Competencies are specified for communications, computational skills, scientific and technological processes, and developing and maintaining a healthy body.

15. *Social and Prevocational Information Battery Test Administration Manual.* Halpern, A., Raffeld, P., Irvin, L. K., & Link, R. Eugene, OR: Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, 1974. 100 pp.

The test administration manual for the Social and Prevocational Information Battery is accompanied by the Student Test Booklet and various profile and record sheets. The manual covers content specifications, general and specific testing considerations, scoring and interpretation guides, and technical information.

MATHEMATICS

1. *Behavioral Objectives in Mathematics (K-6).* Office of Elementary Education. Uniondale, NY: Uniondale Union Free School District, Undated. 206 pp.

   Each of the seven volumes (one each for grades K through 6) contains an extensive listing of educational objectives for mathematics. Major (terminal) objectives (e.g., "Given two numbers named by fractions the student can compute the sum") are followed by several (from one to ten) supporting objectives (e.g., "The student can identify equivalent fractions"). The objectives are not written in performance terms. About 100 to 150 objectives are included for each grade level.

2. *Criterion Reference-Test Items in Mathematics (K-6).* Office of Elementary Education. Uniondale, NY: Uniondale Union Free School District, Undated. 188 pp.

   This group of documents contains criterion-referenced test items for each of seven grade levels, K through 6. Test items are related to the terminal objectives presented in *Behavioral Objectives In Mathematics*, produced by the same district. Ten to thirty test item sets are included in each volume; most sets have from five to twenty items.

3. *Mathematics Assessment Process Handbook and Objectives (K-9).* Greece Central School District, Instructional Services, Inc. Durham, NH: Author, 1973-74. 134 pp.

   This handbook for MAP instructors is presented in question-answer format, and addresses such issues as the basic math skill objectives, testing procedures, mastery testing and monitor testing. It includes objectives for the 1973-74 MAP program. Objective checklists for each level, with teacher directions and sample problems, are included.

4. *New York State Basic Competency Tests.* The University of the State of New York, The State Education Department. Albany: Author, 1975. 18 pp. Total.

   Mathematics 8 pp
   Directions for Administering and Scoring the Reading and Mathematics Tests 10 pp

   The New York State Basic Competency Test in Mathematics is designed to provide a measure of the extent to which ninth grade pupils have achieved a minimum level of mastery of the basic

competencies that will be required of them as adults. This emphasis is shown in the large number of items measuring computational skills and everyday application problems. Directions for administering and scoring the instrument are provided in a separate pamphlet.

5. *A Process Approach to Learning Arithmetic First Year.* White, R. M. Pittsburgh: Allegheny Intermediate Unit Exceptional Children's Program, 1973. 124 pp.

A set of materials and activities for teaching arithmetic to first-level special education students is included in a single bound book. The "process approach," in which learning moves from very simple to complex areas, is used. There are ten units, each with several activities, a pretest, and a posttest. Complete objectives are provided for each unit. The numbers zero through twelve are covered, along with various counting and number identification skills. Numerous illustrations of activities are provided for the teacher's use.

6. *Project for the Mathematical Development of Children.* Project for the Mathematical Development of Children (PDMC), Florida State University. Tallahassee: Author, July 1974. 5 pp.

This newsletter provides information on a project to explore the teaching and learning of mathematics. It lists the objectives and major themes of the project and the initial organization and staff.

1. *AAHPER Youth Fitness Test. Program Documentation for Recording and Reporting.* Anderson, E. Hillsboro, OR: Intermediate Education District, Undated. 37 pp.

   This manual provides technical information regarding the use of computers in handling data obtained from AAHPER Youth Fitness Tests. Actual programs and accompanying printouts are documented. A coding cheet for student performance is included.

2. *AAHPER Youth Fitness Test Program.* American Alliance for Health, Physical Education, and Recreation. Washington, D.C.: Author, 1975. 2 pp.

   This brochure describes the AAHPER Youth Fitness Program. Included are descriptions of and order information for various physical fitness test manuals, forms and awards available to schools and non-school organizations having qualified physical education personnel.

3. *Building Blocks to Success in Physical Education.* Jacobson, S. Tacoma: Tacoma Public Schools. 712 pp. Total.

Flag Football	32 pp
Mini-Tramp	55 pp
High Bar	52 pp
Balance Beam	77 pp
Boys' Tumbling	52 pp
Softball	51 pp
Girls' Tumbling	58 pp
Trampoline	66 pp
Rope Skipping	51 pp
Vaulting	37 pp
Track and Field	39 pp
Soccer	33 pp
Volleyball	27 pp
Rope Climbing	30 pp
Teacher's Guide	20 pp
Continuous Progress Report Card	13 pp

   This set of documents includes a number of individualized learning packages along with an accompanying teacher's guide. Each learning package contains a behaviorally-stated objective and a set of learning activities (usually 3-5) which facilitate achievement of that objective. The learning packages, each of which defines an individual skill (e.g., a serve in volleyball or a forward roll in tumbling), are grouped into subject areas (like

volleyball or tumbling), with ten to 70 learning packages per area. A short (less than 15 questions) cognitive test is included for each subject. The teacher's guide provides information on the concept and use of these learning materials.

4. *New York State Physical Fitness Screening Test for Boys and Girls Grades 4-12.* University of the State of New York, The State Education Department, Division of Health, Physical Education and Recreation. Albany: Author, 1968 Revision. 29 pp.

This test administration manual for the New York State Physical Fitness Screeing Test (Grades 4-12) contains a description of the test, general administration directions and testing procedures, interpretation and use of the test scores, and test development information. Tables and appendices of achievement level norms and conversion of scores to percentile equivalents are included.

5. *New York State Physical Fitness Test for Boys and Girls Grades 4-12.* University of the State of New York, The State Education Department, Division of Health, Physical Education and Recreation. Albany: Author, 1966 Revision. 41 pp.

This pamphlet describes the structure and administrative procedures of a fitness test designed for grades 4-12. The seven test components (posture, accuracy, strength, agility, speed, balance, and endurance) are described in detail. Test norms are provided for boys and girls in each area and at each grade level. The materials set includes a pupil score card, class record sheet, and cumulative student performance sheet. Test development and standardization information is included.

6. *Physical Education (Skill) Performance Objectives, Elementary and Secondary.* Wisconsin Department of Public Instruction; Illinois, Michigan, Minnesota, Wisconsin Interstate Project on Psychomotor Skills. Madison: Author, June 1974. 193 pp.

This document delineates performance objectives for elementary and secondary physical education skills. The result of an interstate project on physical education, this compilation of objectives emphasizes the developmental (and therefore ungraded) nature of psychomotor skills. However, approximate grade level references are made for assessment purposes. The performance objectives are classified into areas, units, skills and components and are further listed as terminal or enabling objectives.

1. *Achievement Testing in Physics (Selected Reprints).* American Institute of Physics. New York: Author, 1965. 129 pp.

   This document covers a variety of issues relating primarily to testing in physics. Most of the 16 reprinted articles are less than ten pages in length. Achievement, essay, laboratory and quiz-type testing are considered; along with the formation of objectives and curricula.

2. *Agricultural Arts Course Guide.* Yamashita, H. et al. Honolulu: Department of Education, Office of Instructional Services/Vocational-Technical Curricula Section, June 1974. 65 pp.

   This document is a set of instructional materials intended to help agricultural arts teachers develop detailed instructional units. It includes an overview of the conceptual structure of the course (utilizing plants for personal enjoyment, and home and community enhancement), plus more detailed content outline. Fifteen performance tests, with instructions for administration, are included in the appendix.

3. *Agriculture Technology 236 Grain Grading.* Siebrasse, B. J. Havre: Northern Montana College, February 1974. 4 pp.

   This document lists performance goals, behavioral objectives, and evaluation procedures for a college-level course in grain grading.

4. *Examinations and Assessment in Biology in Israel.* Tamir, P. Jerusalem: School of Education and Israel Science Teaching Centre, The Hebrew University, Undated. 9 pp.

   This paper gives a general description of the construction, administration, and grading of various types of school assessments. Particular attention is given to the testing program associated with the Israel Biology Project. References are given.

5. *A Process Approach to Learning Supplementary Manual.* White, R. M. Pittsburgh: Allegheny Intermediate Unit Exceptional Children's Program, 1973. 185 pp.

This softcover manual contains supplemental activities and suggestions for teaching science to retarded children. Each unit contains instructions for both very young children and more mature groups. There are twenty-two units; each has a listing of objectives and vocabulary words. The manual is designed for use in conjunction with the course: Science--A Process Approach. The book is extensively illustrated with drawings pertinent to suggested activities.

1. *Abraham Lincoln School of Medicine--Phase I Diagnostic Examination.* University of Illinois College of Medicine. Chicago: Author, Revised 1973. 19 pp.

   This checklist is designed to help an examiner or observer evaluate a medical student's performance on a diagnostic examination. It allows for evaluation of the student's performance in taking a medical history, his interviewing skills and relationship to the patient, as well as his performance on the actual physical examination.

2. *Articulation Research Project.* Woelfer, C. P. Kenansville, NC: James Sprint Institute, 1975. 57 pp.

   Job Analysis for Occupational Instructors 4 pp
   Keys to Articulation of Occupational Programs 1 p
   Business Administration General Office 13 pp
   Occupational Divisions and Task Listings Based Upon the Analysis of the Occupation of Drafting 17 pp
   Occupational Divisions and Task Listings Based Upon the Analysis of the Occupation of Automotive Technology 22 pp

   The articulation research project is a cooperative venture of the Duplin County Public School System and the James Sprint Institute designed to equate educational experiences and prerequisite knowledges for placement in the James Sprint Institute and future job openings. A procedure called articulation (similar to task analysis) reduces a job to component skills. Assessment of student progress is then conducted and placement is based on task performances.

   Included in this packet of materials is a program description, a procedure for articulation, and three articulated job areas (business administration, drafting, and automotive technology).

3. *Assessment of Student Progress in Clinical Laboratory.* St. Luke's Hospital School of Nursing. Racine, WI: Author, Undated. 2 pp.

   This sample rating sheet is designed to be used in assessing nursing skills. A checklist format is employed with space in the margin for anecdotal comments.

4. *Automotive Competency Test.* R & D Center for Vocational Education, Oregon State University. Corvallis: Author, Undated. 13 pp.

This document is a multiple choice test of automotive competency. It covers such areas as automotive concepts, testing equipment and tools, engine operation, the electrical system, and the chassis.

5. *Basic Drafting (Exercise Unit).* Memphis City Schools, Board of Education. Memphis: Author, Undated. 45 pp.

This student guide is designed for use with three textbook references to provide independent instruction in basic drafting. Performance goals and self-tests are included, along with some illustrations.

6. *Basic Drafting Post Test.* Memphis City Schools, Board of Education. Memphis: Author, Undated. 27 pp.

This post test consists of 60 multiple-choice and 99 true-false items related to elementary drafting techniques. Nineteen performance items are also included.

7. *Basic Refrigeration Cycle (Exercise Unit).* Memphis City Schools, Board of Education. Memphis: Author, Undated. 22 pp.

This booklet includes study and performance exercises dealing with elementary refrigeration/air conditioning principles. The student uses references cited in the study guide to obtain the information required to complete the exercises. Several illustrations of refrigeration equipment are provided.

8. *Career Education Research Brief.* Human Resources Research Organization. Alexandria, VA: Author, 1974. 13 pp.

Over 50 HumRRO publications are listed in this bibliography of career education references. Annotations of 50-125 words are included for all entries.

9. *Career Growth Information '74 and '75.* School of Advanced Career Studies, The American College. Bryn Mawr, PA: Author, Undated. 24 pp.

This booklet covers application and course information for the School of Advanced Career Studies within The American College. It includes an application form and listings of deadlines, examination dates, and enrollment procedures, together with brief descriptions of particular advanced courses--through objectives, materials and format.

10. *A Comparative Evaluation of Group IV Personnel Assigned to the USS Catskill: Follow-Up Performance Evaluation.* Van Matre, N. H., & Harrigan, R. J. San Diego: U. S. Naval Personnel Research Activity, July 1970. 30 pp.

This report covers additional investigations of the capabilities of Group IV personnel (Armed Forces Qualifying Test scores of 10 to 30) as compared to non-Group IV personnel. The shipboard performance assessment technique is described, and results of performance tests, written tests, and supervisor's ratings provided.

11. *Comparison of Performance on Analogous Simulated and Actual Troubleshooting Tasks.* Steinemann, J. H. San Diego: U. S. Naval Personnel Research Activity, July 1966. 19 pp.

This report provides details of an investigation comparing the performances of 14 electronics technician trainees on a simulated troubleshooting task and an identical task using real equipment. Experimental procedures are detailed.

12. *The Competencies.* Community Experiences for Career Education, Inc. Portland, OR: Northwest Regional Educational Laboratory, 1973. 77 pp Total.

The Competencies	19 pp
Support Materials for Competency Implementation	2 pp
Project Guide Writing	3 pp
Competency Implementation	13 pp
Life Skill Area: Creative Development	5 pp
Life Skill Area: Critical Thinking	6 pp
Life Skill Area: Functional Citizenship	7 pp

Life Skill Area: Personal/Social Development 17 pp
Life Skill Area: Science 8 pp

Various instructional materials from the Experience-Based Career Education (EBCE) program are included. Major emphasis is placed on independent individualized learning of life skills deemed important to cope with problems commonly encountered in daily life.

Methods of study designed to acquire basic competencies are provided, as well as evaluation strategies. Materials describing the total EBCE program are included.

13. *Control Problem Development and Administration Guide (En Route National Air Traffic Trainee Program).* Oklahoma City Department of Transportation. Oklahoma City: Federal Aviation Administration, 1974. 156 pp.

This is a working draft of air traffic control problems and exercises for use in air traffic control training. The document is divided into three chapters covering non-radar exercises and control problems, non-radar problem administration, and evaluation criteria for non-radar laboratory control problems. Worksheets, maps and charts necessary for solving the problems are included.

14. *DANTES Examination Program Handbook.* Defense Activity for Non-Traditional Educational Support. Pensacola: Author, June 1974. 28 pp.

This booklet reviews examination programs available through DANTES (Defense Activity for Non-Traditional Educational Support). The tests described include GED tests, CLEP tests, and SST's (subject standardized tests). Descriptions of the tests, their availability, administration procedures, and procedures for interpreting scores are included. DANTES' administrative policies and procedures are also discussed.

15. *Dictionary of Occupational Titles (D.O.T.) Singer Vocational Evaluation System.* Singer Education Division, Career Systems. Rochester, NY: Author, 1974. 55 pp.

This document lists several hundred vocational titles and their corresponding Dictionary of Occupational Titles (D.O.T.) codes. The titles are grouped into broad areas based on their relationship to the modules of the Singer Vocational Evaluation System, and arranged within groups in numerical order of D.O.T. code.

16. *Directions for Area Test Center Coordination, Test Development, Test Administration.* Panitz, A., & Olivo, C. T. Princeton, NJ: National Occupational Competency Testing Institute, April 1971. 58 pp.

Information in this booklet is divided into three parts: the first covers the concept and administration of the area test center, the second outlines considerations related to development of the written and performance tests, and the third offers directions for test administration. The report is illustrated with many sample forms, rating sheets, and equipment listings useful to the test administrator.

17. *The Educational Consortium: An Effort Toward Accountability?* Southern Association of Colleges and Schools Commission on Occupational Education Institutions and the Florida Research and Development Program. Atlanta: Author, 1973. 100 pp.

This document provides information on a multi-state conference on the organization and focus of an educational consortium specializing in occupational education accountability. An outline of state and consortium responsibilities is provided as are the various consortium agreement forms. A list of conference participants and their addresses is also included. Minutes of the conference meetings make up a significant portion of the report.

18. *Examination in Mechanical Design and Construction/Scoring Key.* University of the State of New York, The State Education Department. Albany: Author, June 1973. 13 pp.

This 37-question examination is primarily multiple choice; though a few questions require drawings or calculations. A scoring key and answer form are provided.

19. *Experience Based Career Education: A Design for Career Education, Vol. 4, No. 3.* Career Education, Northwest Regional Educational Laboratory. Portland, OR: Author, 1975. 12 pp.

This recent report summarizes the concepts and structures of four operational Experience-Based Career Education (EBCE) Programs. Similarities and differences of the programs are outlined. A short list of references is provided, as are the names and addresses of the four EBCE project site directors.

20. *FLEX--Federal Licensing Examination.* The Federation of State Medical Boards of the United States, Inc. Forth Worth: Author, July 1973. 5 pp.

This pamphlet previews the types of questions a candidate will encounter in the Federal Licensing Examination. It explains the preparation and scoring of the exams and presents sample questions in the sort of format the candidate will encounter, and provides a sample answer sheet and answer key so the candidate may check himself. It also lists the categories and topics likely to be covered in each day of testing.

21. *Initial Development and Evaluation of a Basic Electronics Assembly Test (BEAT).* Steinemann, J. H. San Diego: U. S. Naval Personnel Research Activity, July 1967. 25 pp.

This document explains the development, use, and success of BEAT. Equipment requirements, a text of the test directions and scoring form are included. This specific performance test approach is evaluated in the report.

22. *An Instructional Program for Employability Orientation.* Osborn, W. C. Alexandria, VA: Human Resources Research Organization, February 1972. 308 pp.

This volume outlines suggested course content for a national Work Incentive Program orientation program. The course is divided into 18 modules covering such areas as food, clothing, health, job application, etc. Tests of performance, training objectives, and recommendations for presenting the materials are included, along with intensive lists of references and material sources.

23. *J.E.V.S. Work Samples and the Work Sample Evaluation Process.* Vocational Research Institute, Inc. Jewish Employment and Vocational Service. Philadelphia: Author, 1974. 7 pp.

Several documents are included in this materials set. A brochure briefly describes the history, use, and advantages of the JEVS Work Samples, hands-on learning techniques and materials designed to aid prevocational students. A newspaper reprint describes on-site activities of the Work Sample program in evaluating and counseling high school students regarding careers selection. A one-page document describes the Work Sample evaluation process. Two newsletters of the Vocational Research Institute are also included.

24. *Life Support Training Aids and Medical Equipment.* Laerdal Medical Corporation. Armonk, NY: Author, Undated. 12 pp.

This booklet describes a wide variety of equipment suitable for training in the areas of cardiopulmonary resuscitation and emergency cardiac care. The catalog emphasizes the usefulness of the products in hands-on training situations. Training aids include emergency resuscitation equipment and the Resusci-Anne, -Andy, and Baby simulation dummies.

25. *Measuring Occupational Competency.* Panitz, A. Latham, NY: National Occupational Competency Testing Project, September 1973. 2 pp.

The need for accepted occupational competency testing is the subject of this brief report. The results of questionnaires designed to determine interest in occupational evaluation and the extent of available college credit for vocational skills are given. The report is specifically directed to craftsmen wishing to quality as vocational teachers.

26. *The MTA Truck Driver School.* MTA Truck Driver School. Elizabethtown, PA: Author, January 1975. 10 pp.

The requirements, policies, and organization of the MTA Truck Driver School are described in this brochure. Subjects covered in the preparatory correspondence and residence courses are detailed.

27. *A New Sequential Multiple-Choice Skill-Related Testing Device.* Braun, F. B., & Tindall, J. E., Jr. Norfolk, VA: Data Design Laboratories, October 1974. 17 pp.

This technical report outlines the development of a paper and pencil test, employing realistic simulations of equipment to measure skill performance in terms of skill-related knowledge application. Test design objectives, exercise components and scoring are discussed, and several examples and figures presented to illustrate test components.

28. *NOCTI News, Vol. 1, Nos. 1 and 2.* National Occupational Competency Testing Institute. Princeton, NJ: Author, 1975. 10 pp.

These newsletters provide general and specific information regarding the NOCTI organization and its tests. Included are a directory of NOCTI personnel and an outline of the organizational structure of the Institute.

29. *Nursing Assistant 1974-1976.* Rochester Area Vocational Technical Institute. Rochester, MN: Author, 1974. 10 pp.

This document provides seven pages of rating scales describing behaviors desirable in candidates for positions as nursing assistant. An informational brochure describing the Institute's program is attached; the brochure contains course and cost data and the necessary application forms.

30. *Occupational Competency Test for...* Pennsylvania Department of Education. Harrisburg: Author, 1974. 711 pp. Total.

Occupational Competency Evaluation Procedure for Admission Application 7 pp
Audio-Visual Communications Technology 48 pp
Brick Masonry 62 pp
Building Construction Occupations 47 pp
Business Machine Maintenance 47 pp
Electronics Technology 115 pp
Environmental Control Technology 70 pp
Maintenance Mechanic 38 pp
Mechanical Technology 73 pp
Metal Fabrication 38 pp
Metal Working Occupations 44 pp
Small Engine Repair 48 pp
Tool & Die Making 75 pp

This series of performance and written tests for various occupations includes an introductory packet on procedures for

application and admission to the examinations. All examinations in this series follow an identical format. Each booklet includes both an examiner's manual and a candidate test question set. All occupational Competency Tests include both written and practical sections; administration information (e.g., length of test, facilities and materials required) and instructions to the candidate are provided for both parts. The booklet provides information necessary to administer the tests, including the text of all questions. Scoring keys (for the written part) and scoring guidelines (for practical exercises) are also included. The tests are intended primarily for experienced workers who wish to enter vocational teaching.

31. *Occupational Competency Testing Summary.* National Occupational Competency Testing Institute. Princeton, NJ: Educational Testing Service, 1973. 6 pp.

This pamphlet summarizes the work done in developing the National Occupational Competency Testing (NOCT) project. Objectives and methods employed in the course of the project are briefly described, and recommendations related to future concerns of the project are given.

32. *Operating a Table-Top Offset Duplicator.* Memphis City Schools, Board of Education. Memphis: Author, Undated. 26 pp.

Included in this study guide are pretests, behavioral objectives, study and performance exercises, and post tests related to learning the operation of small offset duplicators. The guide is used in conjunction with filmstrips to provide a complete self-study training experience.

33. *A Performance-Oriented Electronics Technician Training Program, II. Initial Fleet Follow-Up Evaluation of Graduates.* Van Matre, N. H., & Steinemann, J. H. San Diego: U. S. Naval Personnel Research Activity, December 1966. 34 pp.

This paper describes an evaluation of graduates from an experimental electronics technician training program. Detailed information on the methodology, instrumention, and results of the study is provided.

34. *Private Pilot (Airplane) Flight Training Guide.* Federal Aviation Agency, Flight Standards Service. Washington, D.C.: Author, 1963. 133 pp.

This document is a syllabus for flight instructors who do not operate under a certified flying school curriculum. The syllabus is based on the "integrated" approach to flight instruction in which students learn each flight maneuver with the aid of both outside visual and instrument references. The syllabus is divided into lessons with many supporting objectives or skills.

35. *Program Overview.* Experience-Based Career Education. Portland, OR: Northwest Regional Educational Laboratory, 1975. 62 pp.

This folder provides summary information in a number of areas related to the development of an Experience-Based Career Education (EBCE) project. Included are descriptions of the concept, operation, and curriculum of this innovative high school educational program which uses community resources in place of the school's resources.

36. *A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education, Florida Department of Education, First Report.* Hirst, B. A., Jr. Atlanta: Southern Association of Colleges and Schools Commission on Occupational Education Institutions, January 1973. 47 pp.

This report provides information on processes, methods and accomplishments related to the development of objectives and accompanying criterion measures. No actual objectives are included in the report, but detailed information on the Consortium's own procedures is provided.

37. *A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education, Florida Department of Education, Second Report.* Hirst, B. A., Jr. Atlanta: Southern Association of Colleges and Schools Commission on Occupational Education Institutions, March 1973. 95 pp.

This is the second of five project reports; it presents a status report on the Consortium's efforts. Its purpose is to provide educators (particularly in vocational fields) with information on the formation and success of the consortium method in terms of the movement toward accountability in education.

38. *A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education, Florida Department of Education, Final Report.* Hirst, B. A., Jr. Atlanta: Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, July 1973. 128 pp.

The Consortium's final report, this document offers a collection of information concerning the activities resulting from the formation of this multi-state organization. The narrative is arranged chronologically. Much of the information centers on the activities and results of a conference of representatives interested in forming the consortium.

39. *(Various) Radio Operator Examinations.* Federal Communications Commission. Washington, D.C.: Author, 1974. 15 pp. Total.

This collection of bulletins includes general information bulletins for amateur (all classes) and commercial (all classes) FCC operator licenses, order information for FCC study guides, and a fee schedule for the licensing classifications. Also included is the Commission bulletin "Broadcast Station Rule References for Radio Operators;"

40. *Reading for Working.* Human Resources Research Organization. Washington, D.C.: Author, Undated. 2 pp.

This document is a promotional description of the Thomas G. Sticht book, *Reading for Working* and three other books, *Small Group Instruction,* J. A. Olmsted; *Developing Questionnaire Items,* T. O. Jacobs; and *An Instructional Program for Employability Orientation,* W. C. Osborn et al., published by HumRRO. An order form is included.

41. *The Sampler.* The Jewish Employment and Vocational Service, Vocational Research Institute. Philadelphia: Author, January and April 1974. 8 pp.

These two newsletters provide general information to users of the JEVS Work Samples. No organized presentation of the product is included.

42. *School Product News.* Singer Education Division, Singer Education System. Rochester, NY: Author, 1974. 8 pp.

This promotional reprint of *School Product News* describes the use of the Singer Vocational Evaluation System developed by the Georgia Department of Education. A Singer advertisement describing the system is also included.

43. *Skill Measurement Tests for Advancement in Rating: Water Testing and Zinc Inspection.* Matlock, E. W., & Standlee, L. S. San Diego: U. S. Naval Training Research Laboratory, December 1968. 14 pp.

This document details three performance tests (boiler water chloride, boiler water ph, and oil cooler zinc inspection) proposed for shipboard use. Directions and materials for administration, instructions for the examinee, and an evaluator's scoresheet are provided for each test.

44. *Special Education Vocational Rehabilitation Work-Study Program Standards.* Office of Instructional Services, Special Education Branch, Department of Education, State of Hawaii. Honolulu: Author, 1974. 61 pp.

This booklet presents an overview of the statewide Special Education Vocational Rehabilitation Work Study Program in Hawaii; it is intended for vocational rehabilitation and special education staffs. The document describes the program and its three phases, program implementation in schools, and the roles and responsibilities of state, district-branch, and school level personnel.

45. *The State of the Art of Occupational Competency Testing.* Panitz, A., & Olivo, C. T. Princeton, NJ: National Occupational Competency Testing Institute, June 1970. 88 pp.

This report summarizes research to determine the status of occupational performance testing prior to establishment of a national organization in the field. Information is provided on background and resources for the study. Previous experiences with occupational competency materials and practices and research studies and literature related to the project are summarized. An extensive (non-annotated) bibliography is included.

46. *A Step in the Right Direction.* The Singer Vocational Evaluation System, Singer Education Systems. Rochester, NY: Author, Undapted. 6 pp.

This promotional brochure presents a broad overview of the Sinber Vocational Evaluation system. This program method uses special carrels equipped with audiovisual instructional devices. This system may be of interest to those working in vocational or career education or in industrial or Manpower screening programs.

47. *A Survey of Selected Occupations Requiring Licensing or Certification Examinations.* Nafziger, D. H., & Hiscox, M. D. Portland, OR: Northwest Regional Educational Laboratory, 1975. (USOE Contract No. 300-75-0098) 252 pp.

Detailed entries for 42 occupations are provided in this compilation. Each entry describes the nature of the work, required training and other qualifications, and the licensing or certification procedures of the occupation. Information is included on the certifying or licensing agency, importance of the credentialling, and the examination subject matter and procedures. Additional sources of licensing or certification information and of general occupational information are provided. The document was designed for use by persons involved in a wide variety of occupational counseling situations.

48. *Systems Approach to Flight Operation Training.* United Air Lines. Aurora, CO: Author, 1973. 294 pp.

This manual provides extensive documentation for the United Systems Approach. Essentially, it summarizes criteria for use in training and in checking training programs and flight manuals. No actual training programs are included, although numerous program and flight manual excerpts are provided for evaluation.

49. *Task Inventory Exchange.* Ohio State University, R & D Center for Vocational Education. Columbus: Author, Undated. 2 pp.

This brochure describes the TIE (Task Inventory Exchange), a clearinghouse for the collection and dissemination of task inventories (listings of activities performed on the job). The brochure explains TIE services, including the Directory of Task Inventories and dissemination of reproductions.

50. *Terminal Performance Test for Beginners Typewriting.* (Teacher Copy). Ohio State University, R & D Center for Vocational Education. Columbus: Author, Undated. 11 pp.

This document set includes teachers' copies of general business and beginning typewriting tests. The general business test is a 50-question multiple-choice test whose items are related to a list of 20 specific objectives. The typing test consists of three performance tasks to be evaluated by the instructor.

51. *Tests of Machine Shop Skills.* State Area Vocational-Technical School. McKenzie, Tennessee: Author, Undated. 29 pp. Total.

Engine Lathe Theory & Operation 7 pp
Measuring and Gaging Written Test 7 pp
Proficiency Test Production Machine Operator 8 pp
Single Point Cutting Tools 7 pp

These four test sets are designed to test trainee proficiency in specific machine shop skills. Each test set includes one or more written tests (primarily fill-in-the-blank type) and a performance test which requires completion of an actual machining task.

52. *This is V-TECS. Bridging Education Today. . . For Tomorrow.* Vocational Technical Education Consortium of States. Atlanta: Author, Undated. 2 pp.

This booklet provides detailed descriptions of the functions associated with terminal tower air traffic control. Each of the many control functions is reviewed in a multi-paragraph description; each function is also accompanied by a flow diagram listing all tasks and decision making requirements associated with the function. The document will have general use only for those familiar with air traffic control procedures.

53. *Tower Performance Rating Instruction Manual.* Systems Development Corporation. Santa Monica: Author, 1974. 133 pp.

The document provides explicit instructions for air traffic control superivsors attempting to standardize controller performance rating procedures. The local control, ground control, flight data, and clearance delivery positions are covered. Duties are rated using a standard scale from 1 through 7. Each controller evaluation requires 2½ to 3 hours. A detailed analysis of each task evaluated is included.

54. *The Use of Role-Playing to Evaluate Affective Skills in Medicine.* Levine, H. G., and McGuire, C. H. Chicago: University of Illinois College of Medicine. Undated. 6 pp.

This document describes an experimental program designed to assess a physician's interpersonal communication skills. The assessment involves role playing in different types of interpersonal situations. The report reviews the examination itself and the reliability and validity of the simulation orals. Tables summarizing statistical information are included.

55. *Use of Simulation in Instruction and Evaluation in Medicine.* McGuire, C. H., & Wezeman, F. H. Chicago: Center for Educational Development, University of Illinois College of Medicine, Undated. 15 pp.

This paper provides information to the World Health Organization and associated groups on the use of simulation in medical education. The report discusses the types of simulation in current use, criteria for using simulation, advantages and limitations of simulation, and the relationship of simulation to other instructional and evaluation strategies. A table listing those groups using simulation in experimental work is included.

56. *Vocational Evaluation Program is Under Way.* Division of Vocational Rehabilitation. Fond du Lac, WI: Author, 1974. 2 pp.

This document provides an extremely brief description of the use of the Jewish Employment and Vocational Service (JEVS) work sample program, a hands-on training system developed by the Wisconsin Department of Vocational Rehabilitation. This document is a reprint aa an article published in the Fond du Lac Wisconsin Reporter. A promotional brochure describing the JEVS work samples themselves is also included.

57. *What is NOCTI?* National Occupational Competency Testing Institute and Educational Testing Service. Princeton, NJ: Author, 1973. 2 pp.

This summary sheet provides a brief overview of the NOCTI testing program: who benefits, the type of tests given, occupations covered, and administrative information.

58. *Where to Get Health Career Information.* National Health Council, Inc. New York: Author, Undated. 4 pp.

This brochure provides a list of sources providing occupational information related to the health and allied health occupations. Over 100 agencies and their addresses are listed alphabetically. An additional list pairs 92 health careers with the appropriate source agency.

59. *Yellow Pages Career Library.* National Association of Elementary School Principals. Arlington, VA: Author, Undated. 6 pp.

This promotional brochure describes the contents and organization of this group of guidebooks designed to provide extensive information on selected careers. Excerpts from various career guidebooks are included.

MISCELLANEOUS

1. *Adoption of ABE Innovation Model.* Eyster, G. W., Hayes, A. P. Morehead, KY: Appalachian Adult Education Center, 1972. 8 pp.

   In this position paper, members of the Appalachian Adult Education Center present their insights regarding a Center for Research Utilization in Adult Education. The paper deals with several conceptual questions related to the purpose, design, and implementation of such a center. A "cooperative extension" format is considered, along with methods of operation (particularly regarding information dissemination) for such an agency.

2. *Announcing the Cooperative Assessment of Experiential Learning.* Educational Testing Service. Princeton, NJ: Author, Undated. 6 pp.

   This brochure provides a basic description of the Cooperative Assessment of Experiential Learning (CAEL) program to develop, validate, and use methods of evaluating informal learning in terms of appropriate recognition systms (notably college credit). The structure of CAEL is summarized, as is the project's timetable.

3. *Assessing Community Information and Service Needs.* Gatsick, P. Morehead, KY: Appalachian Adult Education Center, Morehead State University, November 1974. 27 pp.

   This guide is one of a series of pamphlets on library services for disadvantaged adults. It details the steps taken by the Center to determine the informational needs of the community. Details on collecting and interpreting information from agency heads and community residents are provided. Sample questionnaires are included.

4. *Basic Objectives of Organizational Theory.* Hammer, M. Salem, OR: Willamette University (Graduate School of Administration), 1974. 10 pp.

   Basic objectives for a business course taught with the Personalized System of Instruction system are described in this document. For each unit (2-9), there is a description of every objective and the instructor's notes regarding that objective (sometimes including references).

5. *CAEL Announcing the Cooperative Assessment of Experiential Learning.* Educational Testing Service. Princeton, NJ: Author, Undated. 6 pp.

This brochure provides a basic description of the Cooperative Assessment of Experiential Learning (CAEL) program to develop, validate, and use methods of evaluating informal learning in terms of appropriate recognition systems (notably college credit). The structure of CAEL is summarized, as is the project's timetable.

6. *CAEL Newsletters, Vol. 1, No. 1 and Vol. 1, No. 2.* Educational Testing Service. Princeton, NJ: Author, July 1974 and November 1974. 16 pp.

These newsletters provide general information regarding the objectives and procedures of the CAEL project. News of project meetings is included. Titles and, on some cases, descriptions of materials available through the project are also provided.

7. *CAEL Project Status Report: December 1974.* Educational Testing Service. Princeton, NJ: Author, December 1974. 10 pp.

This paper identifies project accomplishment in nine broad areas related to the assessment of experiential learning. The background and future of the project are also covered.

8. *CAEL Resource Book Vol. 1.* Cooperative Assessment of Experiential Learning and Educational Testing Service. Princeton, NJ: Author, 1975. 277 pp.

This looseleaf notebook contains a compilation of information intended for those interested in experiential learning. It contains newsletters, annotations of relevant publications, and brief descriptions of agencies. It also contains brief (1-3 page) descriptions of experiential learning programs in over 50 colleges and universities across the nation.

9. *The Center for the Study of Crime and Delinquency.* Ohio State University, the Center for the Study of Crime and Delinquency. Columbus: Author, Undated. 2 pp.

This information bulletin describes the Center for the Study of Crime and Delinquency. It includes information on the roles of the director and advisory committee, as well as the purpose, goals, organization and operation of the center.

10. *The Development of Driver Education Objectives Through an Analysis of the Driving Task.* McKnight, A. J., & Adams, B. B. Alexandria, VA: Human Resources Research Organization, April 1971. 14 pp.

This professional paper is part of a research project to develop a set of instructional objectives for driver education courses. It involves analysis of the driver's tasks and is divided into three sections: 1) the analysis itself--reduction of the tasks into component behaviors; 2) an assessment of the importance of each behavior; and 3) a description of tasks in booklet form.

11. *The Development of Guides for Teacher Preparation in Driver Education.* McKnight, A. J., Hundt, A. G., & Cunningham, J. S. Alexandria, VA: Human Resources Research Organization, June 1974. 30 pp.

This booklet is a professional paper which provides guidelines for the training of driver education instructors in both commercial and public schools. The purpose of the project is to provide appropriate guidelines to assist driver educators in developing their own teacher education curricula. The paper reports on the analysis of instructional requirements, the establishment of instructional objectives, and the determination of content. A bibliography, appendices, and sample driving task are included.

12. *Different Strokes for Different Folks.* Appalachian Adult Education Center. Morehead, KY: Morehead State University, Undated, 9 pp.

This paper considers the alternate methods of providing library and other human services to disadvantaged adults. Four groups of disadvantaged persons are identified and specific methods of assisting each group are considered.

13. *Driver Education Task Analysis: The Development of Instructional Objectives.* McKnight, A. J., & Hundt, A. G. Alexandria, VA: Human Resources Research Organization, April 1972. 74 pp.

This looseleaf volume provides an extremely comprehensive listing of objectives related to the task of driving a car. Designed for driver education courses, the volume lists both enabling and performance objectives; these objectives are categorized according to criticality. The task analysis includes three detailed evaluation instruments: Driving Fundamentals Test, Driving Situations Test, and Driving Knowledge Test.

14. *Driver Education Task Analysis: Instructional Objectives.* McKnight, A. J., & Hundt, A. G. Alexandria, VA: Human Resources Research Organization, March 1971. 397 pp.

This text (presented in loose leaf form), contains a set of instructional objectives for driver education courses and a series of tests to determine to what degree students have met the objectives. The volume was designed to assist driver education instructors in preparing or revising curricula. The volume is in two parts: the instructional objectives and the evaluation instrument.

15. *Driver Education Task Analysis, Volume 1: Task Descriptions.* McKnight, A. J., & Adams, B. B. Washington, D.C.: Human Resources Research Organization, 1970. 356 pp.

This report provides a detailed description of the behaviors required of drivers of four-wheeled passenger cars, together with the rated criticalities of these behaviors. The descriptions of behavior are augmented by items of supporting information relating to driver performance and performance limits, behavior criticality, and enabling driver skills and knowledges.

16. *HumRRO Research and the Army's Training Programs.* Lavisky, S. Washington, D. C.: Human Resources Research Organization, 1969. 23 pp.

This paper includes discussion of many research and development projects that HumRRO has produced for the U. S. Army. The ways in which behavioral and science research has improved basic combat training, advanced and support training, and aviation and officer training are discussed. A bibliography is included.

17. *Internal Revenue Service Testing in Training.* Internal Revenue Service. Washington, D.C.: Internal Revenue Service, U. S. Department of Treasury, Undated. 80 pp.

Course Design and Development, pp. 4-1 through 4-40	40 pp
Practice Work Sessions--Criteria for Evaluation TSR Performance & Training , Number 2446-02	7 pp
Proposed CRORM System Methods Section	25 pp
Role of Testing in IRS Training System	8 pp

This set of materials centers on training methods and procedures utilized by the IRS. One document describes the organization and benefits of a proposed criterion-referenced

testing system. Several examples of performance task items are provided in a separate document. Another paper outlines the role which testing plays in IRS training. A sheet for evaluating trainee performance in practice work sessions is included. The largest document in the group is a workbook for the IRS Course Design and Development workshop; 10 separate lesson plans are included.

18. *Interrelating Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models.* Eyster, G. W., & Hayes, A. P. Morehead, KY: Appalachian Adult Education Center, Morehead State University, April 1974. Vol. I, 104 pp. Vol. II, 48 pp.

Volume I covers the background, procedures, and evaluations of four projects designed to demonstrate ways in which the disadvantaged adult can make use of the public library. The four programs are evaluated in a comparative manner. Findings of a library service questionnaire used with state librarians of thirteen Appalachian states are also given. A detailed bibliography is included, as are three appendices, one of which presents 41 short case studies showing the relationship between public school programs for the disadvantaged and the efforts of the public library.

Volume II covers a variety of factors which assist or hinder coordination between public libraries and public school programs for the disadvantaged. Conclusions and suggestions derived from four working models are included. Practical (operational) and conceptual requirements for an interaction program are discussed. Numerous figures and tables are included in support of the text.

19. *Introducing Psychology as a Science.* Harrower, M., Gruber, H., & Krass, A. Red Bank, NJ: Key Education, Inc., Undated. 4 pp.

This promotional bulletin describes the Psychology as a Science learning system. The program components--a textbook, a workbook, and an electrical laboratory apparatus--are explained. An apparatus which allows experimentation with reflex actions, learning processes, etc., is illustrated in detail.

20. *Let's Link ABE (Basic Skills) With Libraries (Information).* Appalachian Adult Education Center. Morehead, KY: Author, Undated. 2 pp.

A summary brochure, this document presents the need for and methods for coordinating public library services with Adult Basic Education (ABE) programs. The concept of "coping skills" is introduced. Suggestions are offered concerning what ABE, the library and the two combined can do to help disadvantaged adults. The work of the Appalachian Adult Education Center in this area is reviewed.

21. *Manual for the GATB-NATB Screening Device.* U. S. Department of Labor, Manpower Administration. Washington, D.C.: Author, 1973. 9 pp.

This booklet details use of a screening device to determine whether an individual's abilities permit use of the General Aptitude Test Battery (GATB) as opposed to the Nonreading Aptitude Test Battery (NATB). The manual includes administration procedures (including directions) and descriptive and statistical information on development of the test instrument. The Screening Device consists of Parts 1 & 2 of the Basic Occupational Literacy Test (BOLT).

22. *Organizational Behavior of Organizational Theory (Graduate School of Administration, Course 121).* Hammer, M. Salem, OR: Willamette University, 1974. 9 pp.

This is a syllabus for a business course taught with the Personalized System of Instruction system. It explains the system to the student, lists course requirements and options, learning resources, basic objective units, and the course schedule. A list of frequently asked questions is also included.

23. *Pennsylvania Governor's School for the Arts at Bucknell University.* Bucknell University. Lewisburg, PA: Author, 1973-74. 24 pp.

This summary report covers student selection procedures for the school. Attached are suggested selection rating scales for music, theatre, dance, photographic arts, and visual arts. Also included are three of the school's newsletters which provide examples of student activities for the annual summer arts program.

24. *Performance in Five Army Jobs by Men at Different Aptitudes (AFQT) Levels: 1. Purpose and Design of Study.* Vineberg, R., Taylor, E. N., & Caylor, J. S. Washington, D.C.: Human Resources Research Organization, 1970. 44 pp.

This technical report outlines the purpose and design of a research study undertaken to assess the military job performance of men considered marginal in ability. The population and selection of jobs for study, as well as data sources and collection procedures, and the final composition of the sample are discussed. Numerous tables and figures detailing statistical information are included.

25. *Performance Objectives as an Evaluation Device for Field Instruction in a Systems Change Setting (School Social Work).* Anderson, R. J. Urbana, IL: University of Illinois, Jane Addams Graduate School of Social Work, Undated. 19 pp.

This paper outlines the development of performance objectives, one approach to accountability in the School Community Pupil Program of the Jane Addams School of Social Work. It provides background information on the program itself, and outlines development of the performance objectives. The appendix contains general SCP program objectives, a draft of the performance objectives, and evaluation forms for the examiner.

26. *Performance Testing in Military Police Training.* U. S. Army Military Police School. Fort Gordon, GA: Author, 1973. 75 pp.

Several performance tasks related to military police training are presented for use in condidate testing situations. Many items require the trainee to react to a written description of a crime or possible crime by collecting required information, processing the necessary forms, and reacting in an appropriate manner. Test administration procedures are outlined.

27. *A Personnel Readiness Training Program: Initial Project Development.* Naval Personnel Research and Development Center. San Diego: Author, April 1975. 28 pp.

The PRT Program is an evaluation and training system to provide diagnosis of job-related abilities and to prescribe remedial shipboard training. Three technical ratings (Boilerman, Sonar Technician, and missile Technician) were chosen for application of the model. The booklet describes the progress made in using the training system in each application.

28. *Project STAR Systems and Training Analysis of Requirements for Criminal Justice System Participants.* American Justice Institute. Marina del Ray, CA: Author, Undated. 2 pp.

This brochure describes Project STAR, a research and development effort for improving the performance of key personnel (police officers, attorneys, judges, etc.) within the criminal justice system. Findings of the project are discussed briefly, and information on the techniques used in and documents resulting from the study are provided.

29. *Proposed Objectives and Activities of AAEC Library--ABE Demonstration and Training Projects: 1972-1973.* Appalachian Adult Education Center. Morehead, KY: Bureau for Research and Development, Morehead State University, July 1973. 105 pp.

This document consists of work statements (goals and activities) for each of the Center's Demonstration and Training Projects located in seven separate geographic areas. Each statement specifies in detail the responsibilities of personnel at that demonstration site. All projects are concerned with the coordination of library services with public school programs for the disadvantaged.

30. *PSI--A Promising Innovation in the Technology of Instruction.* Hammer, M. Pullman, WA: Department of Business Administration, Washington State University, 1974. 12 pp.

This document describes the philosophy of the Personalized System of Instruction, particularly as applied in business courses The report outlines the basic features of PSI courses (mastery learning, emphasis on the written word, proctors) and reports and figures on PSI effectiveness in one course. An abstract, a list of references, and a chart comparing PSI and traditional instruction are attached.

31. *Soldier's Manual Army Testing (SMART).* U. S. Army Training and Doctrine Command. Fort Monroe, VA: Author, 1974. 384 pp.

Chaparral Crewman 27ip
Field Artillery Basic 44 pp
Field Artillery Operations and Intelligence Assistant 40 pp
Motor Transport Operator 28 pp
Fire Direction Assistant 28 pp
Hercules Missile Crewman 68 pp
Lance Missile Crewman 25 pp
Pershing Missile Crewman 40 pp
Supplyman 84 pp

Each of these nine pamphlets contains a series (from three to eighteen) of performance tests which must be passed to meet the requirements of advanced individual training. Each performance test requires the candidate to complete a number of tasks under supervision; performance is on a pass-fail basis. All test items are directly related to military environment and equipment.

32. *Systems Engineering of Training for Eight Combat Arms MOS's.* McCluskey, M. R., Jacobs, T. O., & Cleary, F. K. Washington, D.C.: Human Resources Research Organization, 1974. 175 pp.

This technical report discusses task inventories and job task data for eight combat arms military occupational specialties in the U. S. Army. The report includes a discussion of the methods used to gather necessary data on tasks, and an analysis of the results of the data gathering (including task commonalities and differences within MOS's). A bibliography and numerous tables detailing statistical findings are included.

33. *Test and Evaluation of Training Extension Course.* Jacobs, T. O., Hardy, R. A., Jr. Washington, D.C.: Human Resources Research Organization, 1974. 48 pp.

This technical report describes the testing and evaluation of a U. S. Army Training Extension Course designed to increase the military occupational specialty proficiency of Army personnel. The report covers the evaluation method (including subjects, materials, design and procedures) and the results (including confounding variables and experimental control comparisons). There are numerous tables and illustrations summarizing data and statistical information.

34. *Testing Without Reading.* Marshall, P. Washington, D.C.: U. S. Department of Labor, Manpower Administration, May 1971. 7 pp.

This reprint from Manpower magazine provides a broad, non-technical discussion of the need for, development of, and use of the Nonreading Aptitude Test Battery (NATB). The general construction of the NATB is described, as is the test's relationship to the U. S. Employment Service's other tests.

35. *Topics in Culture Learning Vol. 2.* East-West Culture Learning Institute. Honolulu: Author, 1974. 149 pp.

This softcover document includes 12 papers covering a wide variety of topics related to the study of culture. Subjects include bilingual education, hologeistic studies of education, aspects of cultural pluralism and so on. Most articles are 10-20 pages in length; almost all include bibliographical reference lists.

36. *The Use of Qualification Tests as Performance Tests for Enlisted Combat MOS Evaluation.* Occhialini, N., Jr. Fort Benjamin Harrison, IN: Enlisted Evaluation Center, Undated. 18 pp.

This technical report covers advantages and disadvantages of performance testing in military evaluation and how those advantages/disadvantages affect more established testing formats. Results of an empirical study comparing performance testing with the more common evaluation test (multiple-choice) and an enlisted efficiency report are included.

37. *What is HumRRO?* Human Resources Research Organization. Alexandria, VA: Author, November 1974. 2 pp.

This information piece briefly explains the Human Resources Research Organization--its history capabilities, staff, facilities, sponsors, and organizational set-up, as well as its intents for the future.

Ordering Procedures

- Materials in the preceding list are made available to interested parties through the Clearinghouse for Applied Performance Testing (CAPT).

- These materials are free of charge to agencies within member states (Hawaii, Oregon, Pennsylvania and Washington) and are free (on a page-for-page exchange basis) to those who have contributed materials to CAPT. Others may request materials at a duplication cost of 10¢ per page.

- Fill in the order form on the following page making sure to include both the title and author or publisher of the desired document. Please order single copies of these materials so that CAPT resources can be used to accommodate other orders.

- If duplication costs are applicable (10¢ per page), please make the check payable to the Northwest Regional Educational Laboratory.

- In order to provide the CAPT Policy Board with information regarding the current and future needs of workers in the field of applied performance testing, it is requested that users provide a brief rationale and information regarding current and future needs.

ANNOTATED BIBLIOGRAPHY

ORDER FORM

Clearinghouse for Applied
Performance Testing (CAPT)
The Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

PLEASE READ THE PRECEDING ORDERING INFORMATION BEFORE COMPLETING THIS FORM. ENCLOSE APPROPRIATE REMITTANCE PAYABLE TO THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY.

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		TOTAL	

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Rationale for ordering the above documents:

Applied Performance Testing Needs: (Include: (1) current needs for materials as yet not available; (2) Future needs for applied performance testing materials.)